



**Academic  
Leadership**  
Charter School

**2022-2023 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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677 East 141<sup>st</sup> street

Bronx NY 10454

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Sonia Kurup, Operations & Finance Manager prepared this 2022-23 Accountability Progress Report on behalf of the school's leadership and board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
James Sander	Chair	Education, Finance, Real Estate
Christopher Brignola	Vice-Chair	Education
Lucas Doe	Treasurer	Finance
Mark Keye	Secretary	Finance
Robert Ansbro	Member	Real Estate
Sean Blackwell	Member	Real Estate

**Norma Hurwitz has served as the Executive Director since 2009**

**Leena Thomas has served as the Principal since 2012**

## SCHOOL OVERVIEW

“With the leadership of the School Board, its administration, teachers and support staff, Academic Leadership Charter School’s mission is to develop in students the ability to exceed NYS performance standards in all major academic areas in a safe and nurturing environment. In partnership with parents and the community, our students will be empowered to become leaders and take an active role in their learning while exhibiting good character.”

Academic Leadership Charter School has set very high academic performance goals for our students and has striven to meet those goals by providing a strong and differentiated instructional program. Our main goal and focus is to provide our students with a quality educational program that helps them to develop and demonstrate College and Career Readiness by meeting or exceeding NYS Common Core Standards through a strong curriculum.

It is our belief that all students can achieve academic success in a nurturing and academically rigorous environment. Our students have outperformed schools in CSD 7, our peer schools, and students city-wide<sup>1</sup>. During our initial charter period, we also saw an improvement for individual students from year to year. Our instructional program focuses on Literacy across the content areas in all grades and this has proven to be successful for all of our students, including our struggling population.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	55	50	51	55	47	58	49	49	83	0	0	0	0	549
2018-19	88	76	55	57	55	49	53	40	39	0	0	0	0	521
2019-20	71	106	83	60	58	56	75	53	40	0	0	0	0	602
2020-21	56	81	125	81	68	65	69	66	53	0	0	0	0	664
2021-22	30	48	63	83	78	48	68	68	53	0	0	0	0	539
2022-23	32	30	42	49	72	65	52	54	62	0	0	0	0	458

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## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

All students at Academic Leadership Charter School will become proficient in English Language Arts

#### BACKGROUND

Our Literacy program is designed to help students become fluent readers and critical thinkers. We follow an interdisciplinary approach that is content-based and allows for language development and vocabulary expansion. Every day, students read and analyze stories and other rich texts, such as magazine articles and poetry. Fiction and non-fiction stories are analyzed by students based on weekly themes and story genres which enable mastery of that weekly topic; character study, mysteries, plays, multicultural stories, myths, fables, legends and novels.

We offer four periods of Literacy instruction daily, employing a balanced literacy program offering a mini lesson followed by a workshop period when the classroom teacher and the associate teacher initially work with at-risk, Special education, or ELL students. Once these students have demonstrated mastery, they proceed to work independently. The classroom teacher then reviews work with the group of on or above level students. Each of the groups participate in small group workshop sessions with the classroom teacher, associate, or one of the instructional support teachers for 15-20 minutes sessions daily during the activity portion of the lesson.

The first two periods consist of our core reading program, SRA Imagine It! for grades K-6 which allows students to read a variety of texts and build necessary reading comprehension skills. For grades 7- 8, we use novels and Pearson's Literature reading anthologies. The third period is devoted to supplemental fiction texts that are teacher selected and theme based. The fourth period focuses on writing and responding to literature.

It is important that our students have a love for reading by providing meaningful topical material tailored to students' social and cognitive developmental and interest level, engaging texts, and the opportunity for all students to be active participants in every lesson, regardless of their ability level. To assist with providing best differentiated lessons in ELA, each classroom has created an ELA chart that outlines each comprehension skill, strategy, and elements of figurative language. This system of tracking identifies each student's strengths where students are provided more challenging activities, and weaknesses which requires re-teaching. The ELA chart is updated within each six-week period to support most updated differentiated groups.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

In addition to rich fiction texts, we use have a variety of non-fiction texts incorporated in our curriculum. From their early years, ALCS students receive a content rich curriculum with social studies and science being taught daily and one period a day devoted to each of those subjects. In addition, during our literacy block, content is reinforced. Teachers have students read and discuss newspaper articles to remain aware of current events. Students examine articles from various newspapers on the same topic, to analyze how each has a point of view and bias and each journalist chooses to write what he or she wants readers to walk away with.

Each lesson is highly interactive, and teachers facilitate rich discussions, analysis, and application of what is learned. Instead of teachers simply monitoring and ensuring that each student is on task during independent activities, our teachers use this time to re-teach and provide greater scaffolding to students who need it most.

Every Monday, we hold professional development sessions to help teachers become well versed with our ELA curriculum. School administrators also co-teach with teachers to provide additional support. We assess students every six-weeks using a Mock assessment, modeled after the state’s ELA exam, to track student mastery and progress.

### METHOD

During 2022-23, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NYS English Language Arts Exam

### RESULTS AND EVALUATION

Our school used NYSED Standardized Exams to assess students. 75% is used as the indicator of whether or not students were proficient. 73% of students who were enrolled in at least their second year were proficient (scored levels 3 or 4) on the 2023 ELA State Exam.

#### Results: Goal not met

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	49	0	0	6	0	0	0	49
4	72	0	0	10	0	0	0	72
5	64	1	0	4	0	0	0	65
6	51	0	0	6	0	1	0	52
7	53	1	0	12	0	0	0	54
8	62	0	0	8	0	0	0	62
All	351	2	0	40	0	1	0	354

Performance on 2022-23 State English Language Arts Exam

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year<sup>2</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	49	38	76	39	28	72
4	72	45	63	64	42	66
5	64	44	69	53	38	72
6	51	25	49	34	19	56
7	53	40	75	49	39	80
8	62	56	90	58	51	88
All	351	248	71	297	217	73

## ADDITIONAL CONTEXT AND EVIDENCE

Despite the difficulty children faced during the past couple of years with covid-19, our students performed well on the exams. Although we didn't reach our goal of 75%, we were very close with 73%. This was also the first year the Next Generation Learning Standards were used for state exams and we believe our scores demonstrate a solid level of proficiency with these new standards.

## SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

We were close to our goal of 75% of students achieving proficiency on the NYS ELA exam. We believe that additional intervention and continued focus on learning loss will help us achieve this goal next year.

## ACTION PLAN

Our school will continue to offer vigorous instruction to ensure students meet and or excel in our goals. We will continue to provide students with the supports they need and we will assess our efficiency using quizzes, work samples and interim-assessments. We will also move towards greater analysis of work samples. Our professional development sessions allow for in-depth analysis of the Next Generation Learning Standards and we are hopeful that this will result in greater gains.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

All students at Academic Leadership Charter School will be proficient in Mathematics

<sup>2</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS Day of the school year prior to the most recent exam administration.

## BACKGROUND

Our mathematics program is designed to help students master basic numerical skills while allowing them to think more critically, solve word problems, and gain necessary skills for their future. We have a spiraled approach to Mathematics, with each lesson beginning with a ten-minute warm-up activity to review arithmetic operations and fundamentals for each algorithm. Each period contains two mini lessons which focus on different math strands. During each lesson, based on how well students have mastered the day's concepts, they either receive further review or participate in an independent activity offering greater challenge. Mathematics is taught for two 45-minute periods daily, allowing ample time for students to master their grade's curriculum while being exposed to concepts of the next grade. Math charts which display each mathematics strand and common core standard will be aligned to each student identifying mastery and needs of improvement which will guide teachers to best differentiate instruction.

For grades K-5, ALCS employs the TERC Investigations in Number, Data and Space. For grades 6-8, we use Connected Mathematics Project. For all grades, in addition to our core Mathematics programs, we also purchase supplemental workbooks from Coach, Test Ready, Progress NY, and Finish Line to enhance our Mathematics curriculum. Having as many resources as possible will allow teachers to teach topics in a variety of ways.

Teachers create math binders which combine all resources, organized by topic. This makes lesson planning more manageable and allows for more strategic planning as activities at various levels are easily available to differentiate instruction. Each classroom has a math center with worksheets organized by topic, manipulatives, and computers for student use. This allows students to reinforce topics where students need additional support after each lesson. If a student finishes an activity early, they go to the math center to work at applying understanding or tackling an area where further practice is warranted. Teachers maintain math charts that track progress by strands/skills and show where students need additional support. Students are made aware of their progress as they have their individual math charts in their notebooks and teachers hold conversations with them. This enables students to become active participants in their learning. They know what topics they need to work on and can go to the math center and practice those topics further.

### Method

During 2022-23, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NYS Mathematics Exam

## RESULTS AND EVALUATION

Our school used NYSED Standardized Exams to assess students. 75% is used as the indicator of whether or not students were proficient. 80% of students enrolled in at least their second year scored proficient in Mathematics. We are pleased that despite the learning loss that occurred with Covid-19, we were able to not only meet, but exceed our goal. Our overall proficiency also increase by 20 percent from 2022 to 2023 in Mathematics.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Results: Goal met

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled	
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason		Took Regents
3	49	0	0	6	0	0	0	0	49
4	72	0	0	10	0	0	0	0	72
5	64	1	0	4	0	0	0	0	65
6	51	0	0	6	0	1	0	0	52
7	53	1	0	12	0	0	0	0	54
8	62	0	0	8	0	0	0	0	62
All	351	2	0	40	0	1	0	0	354

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	49	43	88	39	35	90
4	72	41	57	64	39	61
5	64	52	81	52	46	88
6	51	35	69	33	27	73
7	53	37	70	48	37	77
8	62	57	92	58	54	93
All	351	265	75	294	238	80

### ADDITIONAL CONTEXT AND EVIDENCE:

Despite the challenges students have faced during the past couple of academic years, our students performed exceptionally on the NYS Mathematics Exam. We have increased our proficiency by 10%. Students were able to successfully apply methods and strategies that were taught and practiced in the classroom. We saw a notable increase in performance for Grades 3 and 5.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We are proud of our students' achievements and our ability to execute our math program effectively.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### ACTION PLAN

We will continue to track mastery of math standards and skills closely. We plan to implement frequent quizzes to track student progress.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

All students at Academic Leadership Charter School will be proficient in Science

### BACKGROUND

Our instructional program, which offers Science daily from Kindergarten through 8<sup>th</sup> Grade, has allowed our children to develop strong skills and collect a wide body of knowledge. We focus on a variety of units each school year and combine literacy and hands-on experiments within our science program.

### METHOD

NA

### RESULTS AND EVALUATION

PENDING

### ADDITIONAL CONTEXT AND EVIDENCE

PENDING

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

PENDING

### ACTION PLAN

We will continue to revise our science curriculum to have students engaged in more experiments and hands on experiences. We are also working on ways to improve spiral review and student retention of information.

#### GOAL 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

Our school is currently in good standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing